



**¡Lávese
las
manos!**



www.cdc.gov/h1n1flu/espanol »



Charter Schools and All-Hazard Emergency Preparedness & Response

This Kit Includes:

- ▶ A Sesame Street DVD
- ▶ A Parent/Caregiver Magazine
- ▶ A Children's Activity Book



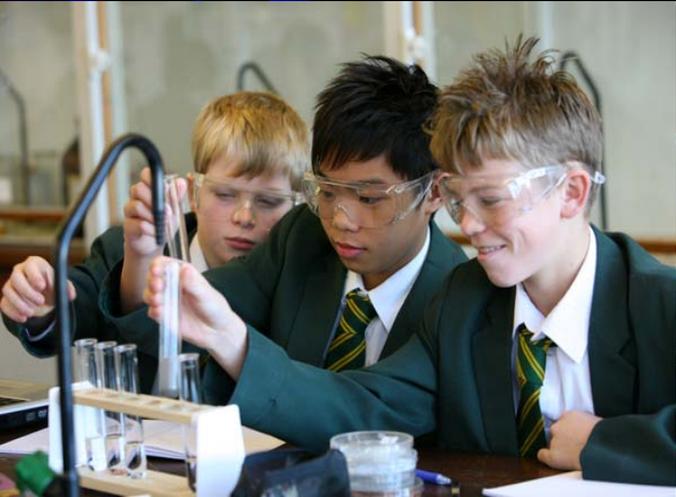
Let's Get Ready!

Planning Together for Emergencies™



www.sesamestreet.org/ready

Why do schools need to plan?



November 16, 1989



“It made a boom sound, and everyone started to scream”

2nd grader

**286 Route 17K
Newburgh, NY**

<http://www.recordonline.com/archive/2005/02/27/bmmk300.htm>

School Emergency Planning in New York State Schools

Commissioner's
Regulation to develop
district-wide school
emergency plans
by October 1990

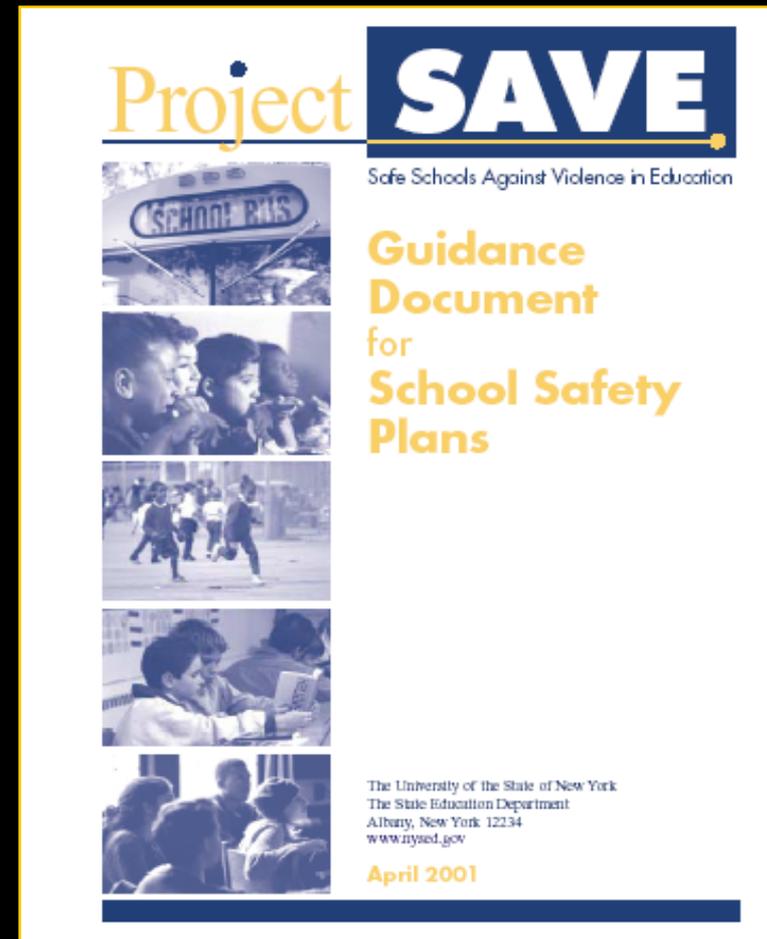
Develop plans for:

Cancellation
Early dismissal
Evacuation
Sheltering



Safe Schools Against Violence in Education (Project SAVE)

- Project SAVE - July 24, 2000
- Districtwide and Building-Level **MULTIHAZARD** Emergency Plans (155.17)

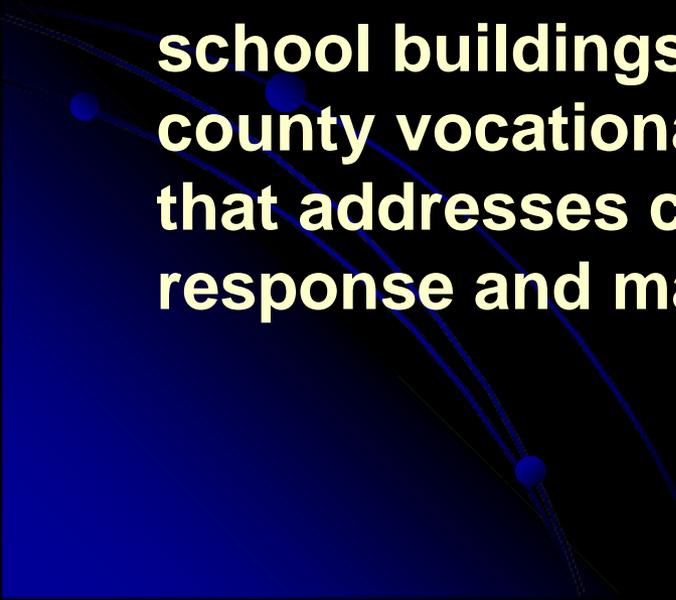


Basic Elements

- **District-wide team:** representatives of the school board, student, teacher, administrator, and parent organizations, school safety personnel and other school personnel

- **Building-level team:** representatives of teacher, administrator, and parent organizations, school safety personnel, other school personnel, community members, local law enforcement officials, local ambulance, other emergency response agencies, any other representatives the school board, chancellor, or other governing body deem appropriate

Basic Elements

- **Building-level school safety plan:** a building-specific school emergency response plan that addresses crisis intervention, emergency response and management at the building level
 - **District-wide school safety plan:** a comprehensive, multi-hazard school safety plan that covers all school buildings of the school district, BOCES or county vocational education and extension board, that addresses crisis intervention, emergency response and management at the district level
- 

**A multihazard approach:
what internal or external factors could
potentially impact the school, its
occupants, and the community.**

- Severe weather
- Flood
- Terrorism
- Violence
- Power outages
- Intruders
- Fire
- Air disasters
- Hazardous materials



Basic Elements

- Each chief school administrator of an educational agency shall provide written information, **by October 1st of each school year**, to all students and staff about emergency procedures.



Basic Elements

- A plan for the review and conduct of drills and exercises to test the emergency response plan, including the use of tabletop exercises, in coordination with emergency responders and preparedness officials
- At least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conduct one test of emergency response procedures in each building-level school safety plan, including sheltering or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

The Process

- Engage : staff, students, transportation and food supervisors, school nurse, mental health, school board, local emergency responders, emergency managers....



The Process

Evaluate: what are the potential hazards in and around the school facility - a hazard analysis



Photo by Dave Morford, Union Endicott High School.

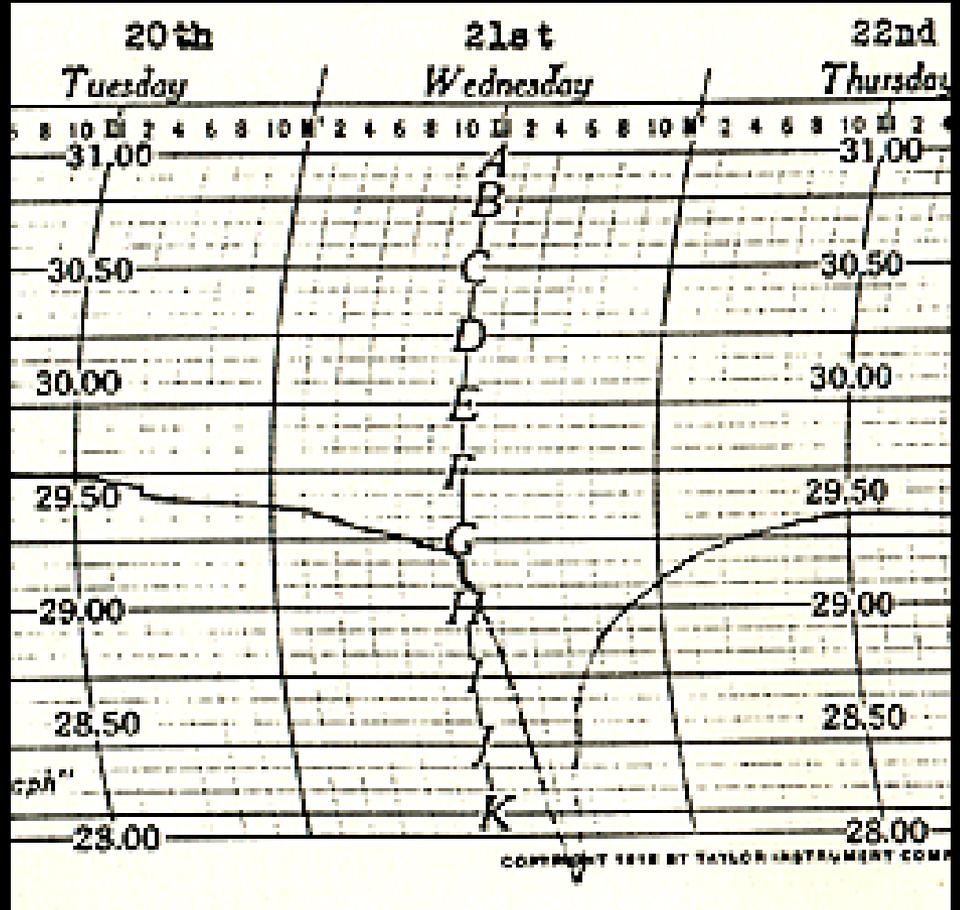
March 12, 2007



03/12/2007

- CSX train derailment in Oneida, Madison County
- 41 of the 81 cars carried hazardous materials
- 39 carried liquid propane

Long Island Express: September 1938



Quogue - Before



Quogue - After



Long Island: July 2007

The Process

Educate: does everyone understand their roles and responsibilities in the plan - train, train, train & don't forget the substitutes

- ICS Training



CAUTION

Consider the personalities of individual staff, and other factors that may affect how they perform in an emergency.

While some staff members may be excellent at their jobs, they may be unsuited to emergency operations or may have other responsibilities that preclude them from being assigned to the EOC.



ICS-100: Introduction to ICS for Schools

Instructor Guide

September 2007

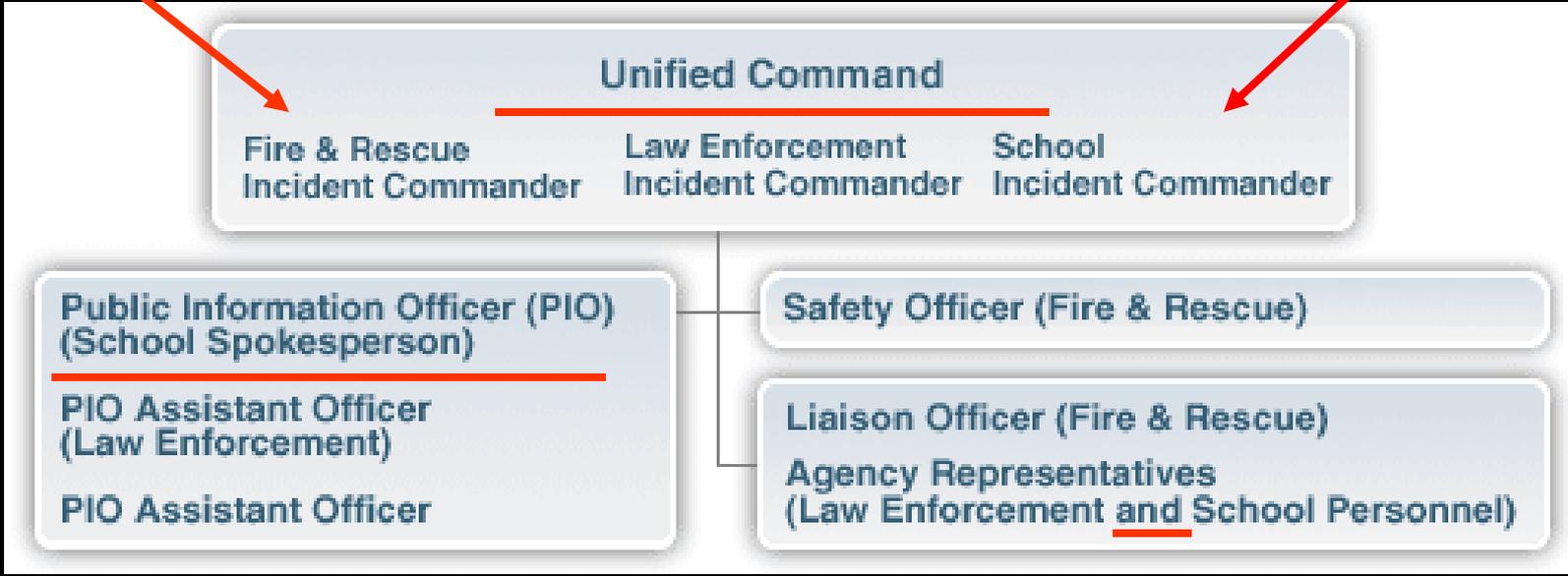


FEMA

<http://training.fema.gov/EMIWeb/IS/IS100SC.asp>

- **Developed by the FEMA Emergency Management Institute in collaboration with the U.S. Department of Education**
- **Designed primarily for kindergarten through high school personnel.**





The diagram illustrates the organizational structure of a Unified Command. At the top is a box labeled "Unified Command" with a red underline. Below it are three boxes: "Fire & Rescue Incident Commander", "Law Enforcement Incident Commander", and "School Incident Commander". A vertical line descends from the center of the Unified Command box and branches into two horizontal lines. The left horizontal line connects to a box containing three roles: "Public Information Officer (PIO) (School Spokesperson)", "PIO Assistant Officer (Law Enforcement)", and "PIO Assistant Officer". The right horizontal line connects to a box containing two roles: "Safety Officer (Fire & Rescue)" and "Liaison Officer (Fire & Rescue) Agency Representatives (Law Enforcement and School Personnel)". There are three red arrows pointing towards the Unified Command box: one from the top center, one from the top left, and one from the top right.

Unified Command

Fire & Rescue
Incident Commander

Law Enforcement
Incident Commander

School
Incident Commander

Public Information Officer (PIO)
(School Spokesperson)

PIO Assistant Officer
(Law Enforcement)

PIO Assistant Officer

Safety Officer (Fire & Rescue)

Liaison Officer (Fire & Rescue)

Agency Representatives
(Law Enforcement and School Personnel)

- **Exercise: test the plan - will this plan work when you need it most - what if you're not there – are there gaps in the plan**



(AP PHOTO)

AP

- **Enhance**: review and revise the plan - what have you learned from the exercise (or actual event) - a good plan is never finished



**Clyde
Savannah
CSD Bus**

**January
2011**

Local emergency responders must have copies of school facility floor plans and layouts.

Include them in the exercise process!



Safeguard New York

A vital outreach program designed to promote the early recognition and reporting of potential terrorist activities to the New York State terrorism tips hotline:



**Report Possible
Terrorist Activity**
Call the New York State
Terrorism Tips Line
1-866-SAFE NYS
(1-866-723-3697)
All calls are toll free and will remain
strictly confidential.




**IF YOU SEE SOMETHING,
SAY SOMETHING.**
TELL A COP OR AN MTA EMPLOYEE OR CALL
1-888-NYC-SAFE


ESTADO DE NUEVA YORK
DIVISIÓN DE SEGURIDAD NACIONAL Y
SERVICIOS DE EMERGENCIA



**PROTEJA A
NUEVA YORK**

**"SI VE ALGO,
¡DIGA ALGO!"**

REPORTE ACTIVIDADES
SOSPECHOSAS
1-866-SAFE-NYS
1-866-723-3697



紐約州
國家安全與突發事件服務部



保衛紐約

「如見蹊蹺，開口舉報！」

舉報可疑活動

1-866-SAFE-NYS
1-866-723-3697



뉴욕주
국토안보 및 위기
대응서비스부



뉴욕의 안전보장

**"수상한 것을 보시면
알려주십시오!"**

수상한 행동 신고전화:
1-866-SAFE-NYS
1-866-723-3697



www.dhSES.ny.gov/oct/safeguardNY/

- **Ready Schools:** a partnership between the **NYC Office of Emergency Management** and the **NYC Department of Education** to bring emergency preparedness education to the classroom with fun and interactive learning



Ready Schools focuses on three key messages:

- **Get Ready: Make a Plan**
- **Get Set: Prepare a Stay at Home Kit**
- **Get Ready to Go: Pack a Go Bag**

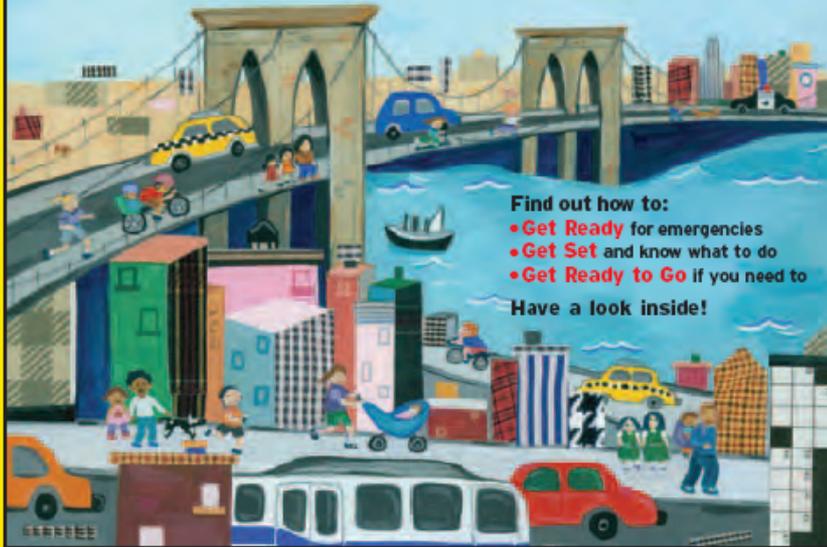
OEM and DOE Present Ready School of the Year Award to PS 97 in Queens

- The NYC Office of Emergency Management and the NYC Department of Education today presented the *Ready School of the Year Award* to Principal Maureen Ingram and PS 97 - Forest Park School in Woodhaven, Queens for their commitment to teaching students about the importance of preparing for emergencies.



Let's Get Ready, New York!

It's Smart to Get Set for the Unexpected



Find out how to:
 • **Get Ready** for emergencies
 • **Get Set** and know what to do
 • **Get Ready to Go** if you need to
 Have a look inside!

This Ready New York for Kids Storybook Belongs to: _____

Se pou NY toujou pare

Fè plan pou tout SITIYASYON KI PA T PREVWA



Bagay sa yo ka rive isit la tou.
Li lè pou n pare.



Yon dife nan apatman...
ÈSKE W DEJA FÈ PLAN SOU KI WOUT POU SUIV POU SÒTI ?

Pàn kouran... Blakawout...
ÈSKE TWOUS IJANS OU PARE ?

Two nan gwo tlyo dlo... Gwo freli...
ÈSKE W KA RANMASE GO BAG OU POU KOURI ?

www.nyc.gov/html/oem/html/get_prepared/ready_kids.shtml

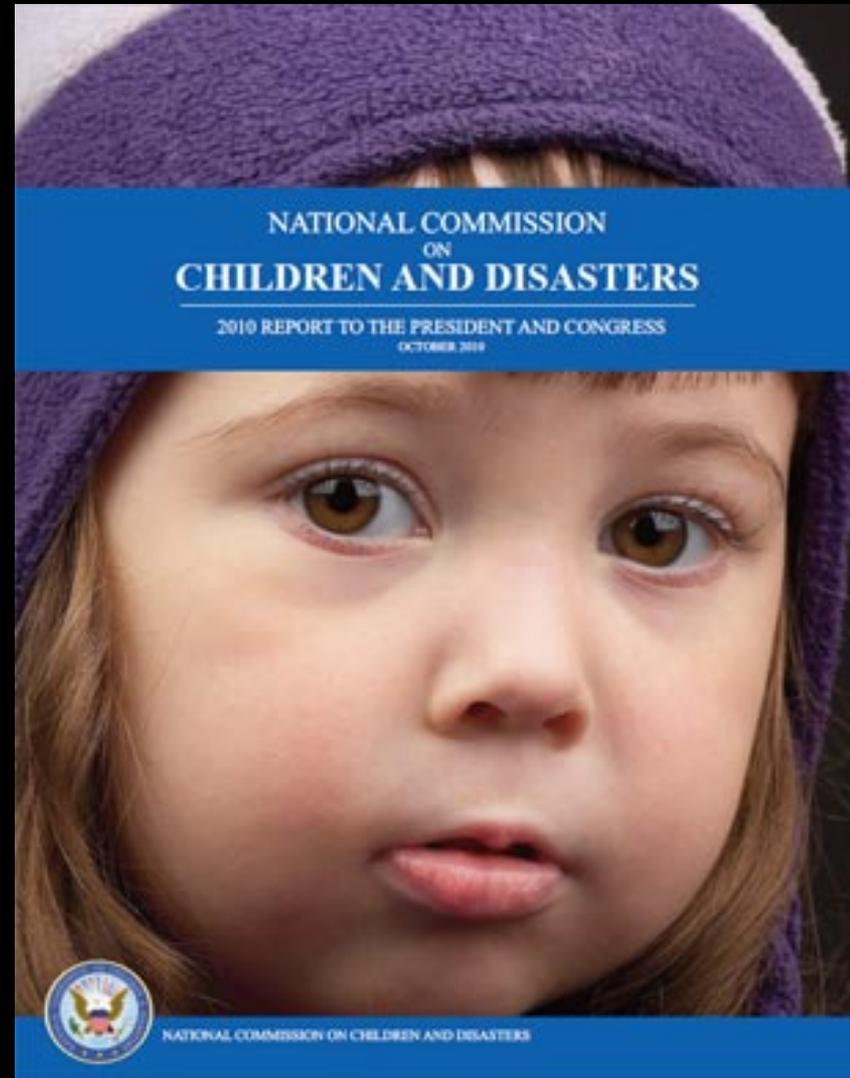
**Know who
will come to
your
emergency
and what
resources
they may
bring.**



Following an Event

Roles of the:

- school administrator
- faculty and staff
- school counselors and social workers
- parents
- community partners
- law enforcement



Safe Learning Spaces

- ❖ Commissioner's Regulation § 100.2(I): Code of Conduct
- ❖ State Education Law § 2802 and Commissioner's Regulation § 100.2(gg): Uniform Violent Incident Reporting System (VADIR)
- State Education Law – Article 2: Dignity For All Students Act (DASA) (effective 7-1-2012)

DASA Highlights

- **To provide students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, on a school bus, or at a school function.**
- **Inclusion of bullying, discrimination, and harassment in the school's Code of Conduct.**
- **Raise the awareness and sensitivity of school personnel to potential discrimination and harassment.**

Harassment

- **No student shall be subjected to harassment –**
 - **by employees or students**
 - **on school property or at a school function;**
 - **nor shall any student be subjected to discrimination based on a person's actual or perceived **race**, **color**, **weight**, **national origin**, **ethnic group**, **religion**, **religious practice**, **disability**, **sexual orientation**, **gender identity**, **or sex** by school employees or students on school property or at a school function.**



Practical Information on Crisis Planning

A GUIDE FOR SCHOOLS AND COMMUNITIES



www2.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf

MASTERS *of* DISASTER®



Facing Fear

Lessons and Activities
for Grades K-2



MASTERS *of* DISASTER®



Lightning

Lessons and Activities
for Grades 3-5



MASTERS *of* DISASTER®



Fire Prevention and Safety

Lessons and Activities
for Grades 6-8



Some lessons to think about...

- Administrators may not be present during an emergency.
- The normal communication systems may not be operable during an emergency.
- Does everyone understand their roles and responsibilities in an emergency?



Some lessons to think about...

- Does the plan include provisions for substitute staff?
- Is there a procedure in place for student sheltering during an emergency?
- Are non-ambulatory individuals addressed in the emergency plan?



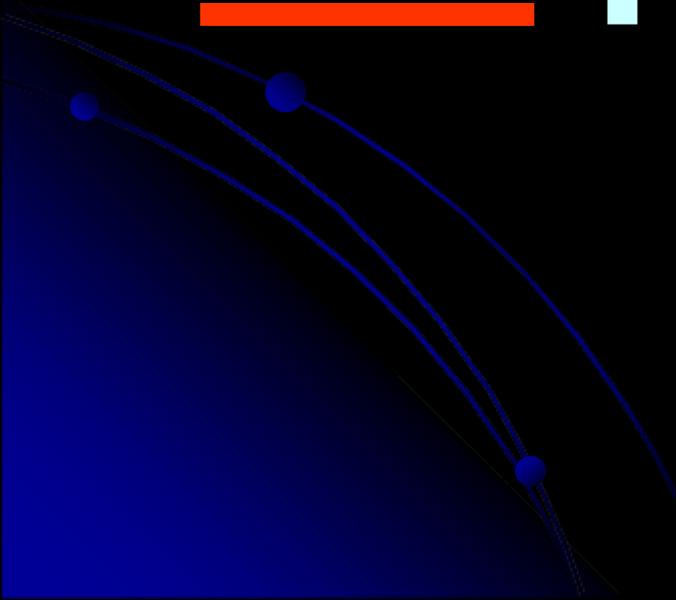
Some lessons to think about...

- Is there a plan for parent/child reunification and addressing non-custodial parent issues?
- Are transportation and maintenance staff included in planning activities?
- Are post-incident, mental health, and recovery issues addressed in the emergency plan?



Hope for the
best –

but plan for the
worst





Thank you!

Laura Sahr

NYS Education Department

Emergency Preparedness Liaison

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